DOCUMENT RESUME

ED 086 892 CE 000 930

TITLE	Appalachian Right to Read Community Based Centers.
INSTITUTION	Morehead State Univ., Ky. Appalachian Adult Education Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE	Aug 73
GRANT	OEG-0-72-4939
NOTE	52p.; Nineteen-page section headed "Attachments" deleted by author
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Basic Education; Adult Reading Programs; Annual Reports; *Continuing Education Centers; Disadvantaged Groups; *Home Instruction; Individualized Instruction; Interagency Coordination; *Paraprofessional School Personnel; Parent Education; Preschool Programs; Rural Dropouts; Rural Education; *Rural Family; Supplementary Educational Centers; Teacher Education
IDENTIFIERS	*Right to Read

ABSTRACT

This report presents objectives, activities, and results of the three Appalachian Right to Read Community Based Centers from May, 1972 to August, 1973. The primary function of the Centers has been to demonstrate direct home instruction, by paraprofessionals, of individually prescribed reading instruction to isolated rural Appalachian adults and their families. The Centers served 103 families, including more than fifty pre-schoolers, with six paraprofessionals, at a cost per family of approximately $394. The report outlines development of a county-side learning center facility, recruitment and training of indigenous paraprofessional teachers, coordinating the learning center-home study model with a developing public community school, reading-readiness instruction for parents of pre-schoolers, and an evaluation of the effectiveness of adult basic education home study as a route in recruiting adults to recurring education in the community school. Twenty brief case studies are included. (AJ)

ED 086892

Appalachian Right to Read Community Based Centers

Report to the

U.S. Office of Education

Right to Read

Grant No. OEG-0-72-4939

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August, 1973

Appalachian Adult Education Center
Bureau of Research and Development
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Morehead, Kentucky 40351

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Introduction

The Appalachian Adult Education Center developed three Right to Read Community Based Projects in 1972-73, and was funded to develop three additional projects in '73-'74. The AAEC Right to Read projects have been recognized as exemplary demonstrations of the use of trained indigenous paraprofessionals delivering individually prescribed instruction to the homes of rural disadvantaged adults and their families, those adults who cannot or will not come into formal program services. Additional information on the components described briefly here is available on request from the Appalachian Adult Education Center. The AAEC offers limited numbers of publications and provides some technical assistance in several areas of adult education, including the coordination of adult basic education with public libraries.

Trained Indigenous Paraprofessionals

The Appalachian projects employ successful ABE students who are natives of the area in which they will be working. In intensive pre-service and in-service workshops, the paraprofessionals are trained in reading diagnosis, in individualized instruction, and in methods for home instruction. They receive continuous support and supervision from professional adult educators and reading specialists. The paraprofessionals have proven very successful in delivering instruction to the homes of the stationary poor.

Home Delivery of Instruction

The geographically isolated in remote rural areas, and the stationary poor who cannot be reached in traditional ways, are reached by paraprofessionals who deliver instruction to them in their homes. The paraprofessionals not only provide individualized instruction to functionally illiterate adults, but provide reading readiness materials for their preschool children. Taking instruction to the homes of the stationary poor is not only an effective delivery system for homebound adult learners, but provides increased opportunities for counseling, referral, and recruitment.

Individually Prescribed Instruction

The goal is to deliver reading instruction to at least the level of high school equivalency, the level the AAEC believes necessary for functional literacy in our society. All aspects of instruction--diagnosis, prescription, instruction, and evaluation--are highly individualized. Instruction includes coping skills, materials to help solve adult personal and family problems.

Learning Centers

Learning Centers are developed for adults as part of existing and developing community schools. The learning center also serves as a resource place for the paraprofessionals: the learning center materials are available for their use, as well as the professional guidance and support of the learning center director. Adults who are mobile enough to come to a centrally-located learning center are recruited by the paraprofessionals and by the community school.

APPALACHIAN RIGHT TO READ COMMUNITY BASED CENTERS

serving rural disadvantaged adults and their families

in

Rowan County, Kentucky
Montgomery County, Kentucky
Floyd County, Kentucky
Ashland, Kentucky
Owensboro, Kentucky
Pike County, Ohio

COMPONENTS

- trained indigenous paraprofessionals
- home delivery of instruction
- individually prescribed instruction
- learning centers
- coordination with community schools
- recruitment
- retention
- evaluation

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Coordination with Community Schools

In four Appalachian sites, Right to Read objectives are combined with community school objectives. The combination allows for (1) coordination of services with other community service agencies associated with the community school; (2) recruitment of ABE students and their families to community school activities; (3) promotion of ABE through the community school; (4) and referral of ABE students to community agencies through a community school referral service.

Recruitment

The paraprofessionals recruit to ABE by visiting the homes of potential clients, offering them home instruction or telling them about the learning center. In one project, the local office of economic security provided a list of adults who had applied for jobs without a high school diploma. In another project, paraprofessionals combined recruitment with a door-to-door community needs assessment for the community school. In a continuing project, potential adult learners were identified by students already enrolled. All three methods brought good results, and all three produced continuing recruitment by ABE students of their families and friends. Personal contacts of potential clients were reinforced by the use of a systematized mass-media recruitment package which includes video and radio spots and news releases.

Retention

The AAEC Right to Read projects had a retention rate of nearly 100% in home instruction. The AAEC believes this retention rate is possible given (1) initial informal counseling to determine student needs; (2) meeting immediate student needs; (3) formal and informal diagnosis of problem areas; (4) prescription of a plan of study according to weaknesses discovered in the diagnosis; (5) building upon the strengths discovered in the diagnosis; (6) continuous instruction in the home with telephone back-up; (7) ongoing evaluation by testing and observation; (8) providing the students with immediate goal achievements; that is, the application of basic skills to current adult problems; (9) contacting personally any student who seems to be losing interest; (10) showing concern and offering help with any problem; (11) making adjustments in the prescribed program if the problem is an instructional one.

Evaluation

Evaluation must include more than pre- and post-test measures of reading gains. Such measures alone may be misleading; functionally illiterate adults who have the most to learn are not as likely to show dramatic achievement gains as are those who already have some skills. Instruction for those who need it most requires more time, more money, and different methods of evaluation. Evaluation must judge not only the attainment of basic skills, but the success of the student in applying those skills to his life situations. Those who are farthest from mastery require personal support and success and individually prescribed instruction and curriculum.

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Introduction

The Appalachian Adult Education Center was funded under Grant Award No. OEG-0-72-4939 for the period beginning May 15, 1972, and ending August 31, 1973. During this period, highly successful Right to Read projects have been structured in three rural Appalachian sites, two in eastern Kentucky, Rowan and Montgomery Counties, and one in Pike County, Ohio. Program designs provide highly trained paraprofessionals--successful adult education students--delivering reading instruction in homes of the isolated illiterate and functionally illiterate adults.

Paraprofessionals have served 103 homes--families and kinships--and have recruited many adult students into existing ABE classes and learning centers. Basic skills, life-job coping skills, and attitude gains have been encouraging.

Activities carried out in the programs include:

(1) the identification of project sites by subcontract in local community based programs;

(2) work plan development;

(3) development of data collection systems;

(4) pre-service and in-service training of all professional and paraprofessional staffs;

(5) monitoring of all projects;

(6) the coordination of all inter-agency activity including the State Departments of Education, the local school districts, and the Department of Adult and Continuing Education, Morehead State University.

The primary function of the three Appalachian Right to Read Community Based Centers has been to demonstrate direct home instruction by paraprofessionals of individually prescribed reading instruction to isolated rural Appalachian adults and their families.

This function was determined to be of primary importance in light of the following considerations: (1) the problems involved in reaching and recruiting the most undereducated and deprived of the population, the stationary poor; (2) the geographic isolation and lack of media communicatio systems which characterize the target area; (3) the paucity of agencies or groups that might provide supportive services and assist in the promotion of and recruitment into a literacy program; (4) the model successfully utilized in other professions of sub-skilled or sub-professional aides working under trained professionals; (5) the critical shortage of trained adult educators; and (6) the fact that the most deprived cannot or will not take advantage of learning opportunities in centers.

For these reasons, the AAEC Right to Read Community Based Centers have engaged in the selection, training, and utilization of paraprofessionals to teach reading in their local communities. These activities have necessarily involved all other staff members as well as personnel from other agencies, organizations, and groups able to provide support.

The Appalachian Community Based Right to Read Programs have served State Departments of Education, other Right to Read programs, and local adult education programs as prototype demonstrations of the effectiveness and efficiency of the paraprofessional delivery of home instruction. The Ohio Community Based Right to Read Program was selected as one of three exemplary programs by the International Reading Association, and has been featured in a tri-part film produced by Vision Associates for the Department of Health, Education, and Welfare.

The following report presents objectives, activities, and results of the three Appalachian Right to Read Community Based Centers.

Project Directors

George W. Eyster, Executive Director of the Appalachian Adult Education Center, functioned as Project Director of the Appalachian Right to Read Community Based Centers.

The three local project directors were:

Camargo Community School Adult Learning Center Montgomery County, Kentucky	Donald Patrick (parttime) Everett Donaldson (parttime) (Mr. Patrick retired mid-year)
Morehead Adult Learning Center Morehead State University Rowan County, Kentucky	Karen Deichert, (parttime)
Piketon Adult Learning Center Scioto Valley School District Pike County, Ohio	Max Way (parttime)

Objectives

General Objectives

The following were the general objectives of the Appalachian Right to Read Community Based Centers:

(1) To demonstrate efficient delivery of individually prescribed reading instruction to isolated rural Appalachian adults and their families, including preschool children, as a vital part of their total education.

(2) To conduct specific pre-service and in-service training of professional, associate or paraprofessional, and volunteer staff members to implement the learning center, home study, mass media model.

(3) To provide reading instruction for adult students to at least the level of high school equivalency focusing upon those adults who are isolated from services and who are illiterate or functionally illiterate.

Specific Objectives

The specific program objectives listed below were developed at each local site and were guided by the AAEC general objectives. These objectives are a combination of the Right to Read objectives and the AAEC community school objectives. The combination of objectives seemed most appropriate, since coordination of services and resources is one of the major thrusts of the Right to Read effort. The Appalachian Right to Read Community Based Centers have been closely linked with the two AAEC community school demonstration projects as complementary and mutually

supporting projects serving adult education needs of total communities (see Attachment 9).

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Specific Objectives

Objective 1: *To develop a demonstration county-wide learning center facility offering individually prescribed instruction in reading to the eighth grade level for out-of-school youth and adults.*

Objective 2: *To provide paraprofessional teachers working out of the learning center under the supervision of a professional for home reading instruction of rural isolated adults.*

Objective 3: *To coordinate the learning center--home study model with a developing public community school.*

Objective 4: *To provide instruction in reading readiness activities to the adult students who are parents of preschool children.*

Objective 5: *To develop a mass-media support component of the learning center--home study model.*

Objective 6: *To determine the effectiveness of adult basic education home study as a route in recruiting adults to recurring education in the community school.*

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OBJECTIVES AND ACTIVITIES:

A Narrative of the Accomplishments and Major Activities Of the Appalachian Community Based Right to Read Projects As Related to the Specific Objectives

Objective 1: To develop a demonstration county-wide learning center facility offering individually prescribed instruction in reading to the eighth grade level for out-of-school youth and adults.

Montgomery County. In the newly developed Camargo Community School, a county-wide adult learning center was established in a room located adjacent to the Remedial Reading Center. The two paraprofessionals assigned to deliver home bound instruction used this area as a base of operation. Two evenings a week, the facility was used for community school purposes, i.e., adult basic education classes.

The Morehead Adult Learning Center loaned materials to the Adult Learning Center in Montgomery County for use during the year, and advised on the acquisition of additional materials. Increased enrollments in ABE classes generated by the work of home instructors enabled the school district to apply for additional instruction units from the Department.

Mr. Ted Cook, Director of the Adult Education Unit, Kentucky State Department of Education, has expressed interest in funding a part-time or full time learning center director in Montgomery County. Mr. Cook requested that a proposal for this funding be submitted by Mr. John Brock, Superintendent of Montgomery County Schools (see Attachment 10).

Pike County, Ohio. The Piketon High School Learning Center operated five days per week from 9AM to 9 PM, serving eighty-one out-of-school youth and adults. Two additional satellite centers were operated two days per week to more adequately serve the dispersed rural population.

Rowan County, Kentucky. The Morehead Adult Learning Center is supervised by Morehead State University's Department of Adult and Continuing Education, Dr. Harold Rose, Chairman, and serves as the scene for a practicum for adult education graduate students, who receive training and lend support. The Learning Center, which serves a five county area, providing individualized reading instruction for each learner, has a current enrollment of 117 adult students. The two Right to Read paraprofessionals in Rowan County work out of this center, with its director, Karen Deichert, acting as their resource person.

Objective 2: To provide paraprofessional teachers working out of the learning center under the supervision of a professional for home reading instruction of rural isolated adults.

Six paraprofessionals, two at each Appalachian Community Based Right to Read site, work under the supervision and support of a professional. The paraprofessionals identified and enrolled adults from the surrounding rural area and delivered individually prescribed reading instruction to all their students.

Paraprofessionals defined student needs, prescribed programs, provided instruction, and evaluated learner progress, all on an individual basis. Because all these activities were highly individualized, they, of necessity, varied with each learner.

The number of adult students and their families who received individualized prescribed instruction in reading from each of the three centers was as follows:

Montgomery County, Kentucky--	40 Aging 21 Families in Home Instruction 30 in Adult Learning Center
Ohio--	58 Families in Home Instruction 81 in Adult Learning Center
Rowan County, Kentucky--	24 Families in Home Instruction 117 in Adult Learning Center

More than fifty pre-school children received both direct and indirect support from the three centers.

Many of the adult students receiving reading instruction were non-readers and heads of households. All of the adult students were diagnosed before receiving instruction, by either an informal reading inventory or the Test of Adult Basic Education (TABE) to determine their instructional level. After an analysis of the results, a reading prescription was developed for each student, which included adult interest and life coping skills materials. Many prescriptions included materials designed for the disadvantaged adult with unique and immediate family problems, because often family problem solving had to be initiated before basic skill learning could take place.

Data collected included a needs assessment of the Camargo community for instructional programs for adults and community school activities. The community school activities were structured as a result of this assessed need. Pre-test data for all students was established and post-test data or criterion reference was obtained to determine gains in reading.

All three projects had continuing and expanding outreach to disadvantaged adults and their families. Home instruction in Pike County, Ohio, coordinated services with the Nutrition and Family Service of the Agriculture Extension Service to provide home visiting agents who helped families with consumer economics, family planning, nutrition, and other areas. The local Community Action Agency provided transportation for those in remote and isolated parts of Scioto and Jackson Counties, Ohio. The paraprofessional working with the Camargo Adult Learning Center, while providing reading materials and instruction to the aged, delivered hot meals to them in conjunction with "Meals on Wheels." In addition to working with their ABE students, the paraprofessionals provided reading readiness materials to pre-schoolers. The Rowan County Adult Learning Center paraprofessionals identified and worked with a family of five children, ranging in age from nine to twenty-three years, who had never attended school. (See Attachment 11).

Each of the three center staffs consists of a director, two paraprofessionals, and a reading specialist, who act as resource persons to the paraprofessionals. All project staff received training (October 2-6,

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1972) in reading diagnosis, individualized prescribed instruction (IPI), and methods and procedures of home instruction during a one-week workshop conducted by Mr. Max Way, Director of the Piketon, Ohio, Right to Read project.

Training of project staff, including paraprofessionals, has been continuous. Monitoring and technical assistance were provided by the AAEC Reading Specialist, Sharon Moore, and the Learning Center and Training Specialist, C.J. Bailey. Project staff were involved in formal graduate courses to promote further professional expertise in the fields of reading and adult education through the Department of Adult and Continuing Education at Morehead State University. Staff members attended and participated in the National Reading Conference in New Orleans and the Southeastern Regional IRA Conference in Louisville, Kentucky, where both formal and informal opportunities for dissemination of the three Appalachian Right to Read projects led to requests for technical assistance and program visitation.

Objective 3: *To coordinate the learning center--home study model with a developing public community school.*

Two of the three Right to Read projects were involved with community school development: the Pike County project in Ohio, and the Montgomery County project in Kentucky. During the year a number

of those students who were served through the learning center and home study programs of those projects were encouraged to participate for the first time in group activities sponsored by community school programs. Activities were varied, were both formal and informal, and dealt with vocations, career education, recreation, and other areas. At both sites, a summer cultural and recreational program for youth has evolved, attracting large numbers of children from homes of families served through the Right to Read Community Based Projects.

Objective 4: *To provide instruction in reading readiness activities to the adult students who are parents of preschool children.*

A number of reading readiness materials were purchased for use with approximately fifty preschoolers, children of the home-bound adult learners. Pre-school materials provided experiences for these children that they probably would not have encountered in their homes without intervention. It was noted during the initial visitation that the homes had few, if any, reading materials, picture books, or materials to help children build perceptual skills. The paraprofessionals delivered appropriate materials to each family and demonstrated their use with the children so that parents could then use the materials to instruct their children at home.

Materials utilized included dittoed worksheets in visual discrimination, animal puzzles, pictures, letter and word matching, activities, paperback easy reading books, picture books, letter recognition games,

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sequential picture cards, and same or different color cards.

On the basis of changes noted, the outcomes of this activity appear to be extremely rewarding. Most parents demonstrated an increased interest and involvement in providing developmental activities for their preschool children. Dramatic changes were also noted in positive versus negative parent responses to the children s questions and performance.

Behavioral Development Checklists relating to gross motor skills, knowledge of basic concepts, and social interaction indicated that the short term involvement with parents and children was most beneficial.

Objective 5: *To develop a mass-media support component of the learning center--home study model.*

This objective was to have been accomplished in cooperation with Kentucky Educational Television, but production delays prevented the conduct of the objective. Implementation may be feasible during the 1973-74 school year, when Kentucky Educational Television will present a series of programs for GED preparation.

Objective 6: *To determine the effectiveness of adult basic education home study as a route in recruiting adults to recurring education in the community school.*

Both the Montgomery County, Kentucky, and Pike County, Ohio, centers had some success in recruiting and referring homebound students

to additional educational or training programs. There was a failure, however, to build into the objective a system for measurement or assessment of the objective. It was believed that the use of a questionnaire might create apprehension in the adult students, and specific numbers, therefore, were not compiled. The problems and circumstances of the learner in home instruction (lack of transportation, family problems, illness, age, etc.) make it most difficult to involve them in an on-going program that would require their leaving home. Efforts have been made, with some degree of success, to involve most of the home instruction students in social or informational group activities in the community schools.

Students participating in learning center activities have shown a greater degree of participation in community school activities than have those in home instruction.

ADVISORY BOARDS

Each of the three Right to Read Community Based Sites organized an Advisory Board with care to see that all service agencies, news media, business, industry, youth, former students, and a cross section of parents of different socio-economic levels were represented. Meetings were concerned with reviews of program activities, current needs assessments, program planning, and program evaluation. The meetings were characterized by enthusiasm about the Right to Read projects, and recommendations to proceed with all feasible activities were endorsed. Other recommendations included the strengthening of linkages with supportive service agencies. A follow-up to this idea resulted in organized referral services in the two community school sites. The Pike County Community Services Council was organized to handle the gaps in community services. A referral handbook containing all service agencies within the community was compiled in Montgomery County, Kentucky and was frequently used by the paraprofessionals involved in home instruction. The AAEC Community Referral Handbook is being adopted by the Pike County Community Services Council for the coming fiscal year.

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STUDENTS

Recruitment. Recruitment techniques of students into the home-bound program varied in the three sites.

In Rowan County, Kentucky, the local Department of Economic Security was most helpful by releasing a partial listing of adults who had applied for jobs without a high school diploma. The Right to Read para-professionals visited the prospective enrollees in their homes and explained the program to them (no mention was made of the manner in which their names had been obtained). Soon, relatives and friends of adults recruited in this way were requesting information about the program and were enrolled.

The two paraprofessionals in Montgomery County, Kentucky, approached recruitment somewhat differently, combining recruitment with a needs and interests assessment for the community school. Soon after this combined effort, a number of students became interested in home-bound instruction, and more students were recruited as the word spread to friends and relatives.

In Pike County, Ohio, the paraprofessionals in a continuation program recruited new students from information given to them by their current students. Student leads enabled paraprofessionals to identify potential adult learners, who were then visited in their homes. Media was

also utilized in the distribution of pamphlets through local schools to provide information and awareness of the program.

The success of the recruitment techniques prove that a successful student is the best advertisement. The combination of students and indigenous paraprofessionals in recruitment was shown to be extremely effective.

Retention. The retention level in the three Right to Read sites has been almost 100%. This favorable result was obtained by (1) initial informal counseling to determine student needs; (2) meeting immediate student needs; (3) formal and informal diagnosis of problem areas; (4) prescription of a plan of study according to weaknesses discovered in the diagnosis; (5) building upon the strengths discovered in the diagnosis; (6) continuous instructions in the home with telephone back-up; (7) on-going evaluation by testing and observation by paraprofessionals; (8) providing the student with immediate goal achievements; (9) contacting personally any student with irregular attendance to determine his reasons for absence and to encourage him to return; (10) showing personal interest and concern in the problem causing inattendance; (11) making adjustments in the prescribed program if the problem is an instructional one.

Mean Number of School Years Completed. The mean number of years of school completed by adults in each project is as follows:

Rowan County, Kentucky-- 6.5
Pike County, Ohio -- 7.7
Montgomery County, KY --5.9

When compared to the national average of 12.1, these figures attest to the need for such efforts to eradicate illiteracy as that constituted by the Right to Read programs.

Drop-Outs. As indicated above, the retention level of the three Right to Read programs during the past year was close to 100%. Of 103 students, only two had dropped out of the program, and these two, when visited, indicated that they were thinking of re-enrolling.

Other students leaving the program had valid reasons, i.e., moving to another area, obtaining jobs, passing the General Educational Development Test (GED), achieving the personal goal which motivated enrollment, or going into job training.

Projected Enrollment. The minimum projected enrollment for Fiscal Year 1973-74 is 200 students and their families. All home instruction aides have waiting lists of students who want to be served. It is hoped that by increasing the number of working hours per week, the number of weeks of program operation, and the number of paraprofessionals employed, that a substantial increase can be made in the number of people reached.

Reading Gains. The average monthly reading gain was .37. The 103 adult students tested had been enrolled in the program from 3 to 9 months. The yearly gain projected from the monthly gain, would be 4.44. It should be noted, however, that adults sometimes have a high short term gain and reach a plateau, then level off and increase

at a slower rate but still at a very high gain, (i.e. those enrolled for nine months had an average gain per month of .24 while those enrolled for only 3 months averaged a .47 grade level gain per month through home reading instruction.)

Age Range and Ethnic Composition of Students. The age range of adults currently enrolled in the right to read community based program and receiving reading instruction in their homes is 16 to 67 years old. It should be noted that one of the adult students receiving home instruction in Rowan County has two children, ages 9 and 14, who have never been enrolled in a public school. They were non-readers but have been receiving reading instruction with their mother from the paraprofessionals. The 9 year old is now reading on a 3.9 level and the 14 year old, a 4.1 level. Through cooperation with the school superintendent, these children will eventually enter public school at their appropriate grade levels.

The ethnic composition of the adult students is indicative of the population of the geographical area being served, i.e., basically rural white. Of the 103 adult students served, 101 are white, one is black, and one is oriental.

COST BENEFIT FACTORS

Cost Analysis

Based upon the grant of $38,000, plus $2,000 for planning, the Right to Read Community Based Sites have served 103 families with 6 paraprofessionals. The cost per family, then, is approximately $394. When this cost is compared to the public school's expenditure of $550 per pupil in some states to $1400 per pupil in others, the Right to Read expenditure for home instruction ranges from $156 to $1006 per student less.

In-Kind Services

The Appalachian Adult Education Center has historically generated dollars and in-kind services in demonstration projects which almost always exceed 100% of the AAEC cost. In-kind service in all Appalachian Right to Read programs has been extensive, and is represented by transportation, building facilities, and leadership at the local levels. The State Departments of Education have contributed materials, teaching units, and in-service training.

STAFF DEVELOPMENT

All staff have been involved in an ongoing program of staff development through pre- and in-service training sessions.

It is estimated that each staff member has participated in 50 to 60 hours of pre- and in-service training during the year.

The sessions were related to orientation and training in:

(1) recruitment techniques

(2) enrollment procedures

(3) interview techniques

(4) assessment of student performance levels

(5) individual program planning

(6) assessing student progress

(7) awareness and utilization of progress

(8) counseling awareness and methodology

(9) awareness and utilization of local supportive services

(10) determining individual needs and goals

Selected paraprofessionals in Pike County, Ohio, were trained in techniques of teaching reading to illiterate adults. These persons will serve as trainers for remaining staff members during the coming Fiscal Year, providing a multiplier effect of existing knowledge and techniques.

Each Right to Read Community Based site is vitally concerned with staff development, and plans to continue to improve staff performance with an ongoing staff development program related to local program and staff needs.

TECHNICAL ASSISTANCE

Because of the professional resources available within the Appalachian Adult Education Center structure, no request was submitted for technical assistance. During the project year, professionals of the AAEC staff assisted the local programs in planning, budgeting, staff training, monitoring, materials selection, reading instruction, and evaluation.

Mr. Ernest Dishner, Member of the Technical Assistance Team of the University of Georgia Right to Read Program, visited the AAEC and the three Appalachian Community Based Right to Read sites. A copy of Mr. Dishner's letter indicating his reaction to the sites is included as Attachment 3.

OTHER READING-RELATED PROGRAMS

Rowan County, Kentucky

There are two reading programs now being conducted in cooperation with the Morehead Adult Learning Center. The first is a program involving girls enrolled in clerk/stenographer classes at the Rowan County Area Vocational Center. Five girls who were identified as having inadequate reading skills study at the Learning Center two hours a day, Monday through Friday. Three of the girls have high school diplomas and are studying at the Center to improve their reading and English skills. The remaining two girls were preparing to take the General Educational Development Test. One has passed the test and received a high school equivalency

diploma.

The second program is held at the Morehead Girls Center, a correctional facility for juvenile girls. Two graduate assistants in the Department of Adult and Continuing Education at Morehead State University who were trained at the Morehead Adult Learning Center provided individualized prescribed instruction in reading for girls in the correctional facility who were identified as weak in reading, and helped them prepare to take the GED test. The main objective of the program is to have the girls become interested in obtaining an education so that upon their release, they can re-enter the regular high school program in their home communities as successful students.

Montgomery County, Kentucky

Under the auspices of the Kentucky State Department of Adult Education, the Montgomery County Community School District operates three adult basic education units. Between August 21, 1972, and June 12, 1973, this program provided six hours of reading instruction per week to 112 adult students.

Pike County, Ohio

In addition to the thrust made to improve the literacy of adults through the local adult basic education and Community Based Right to Read programs, the Scioto Valley Local School District is attempting to improve the reading skills of all school-age youth through a developmental and remedial reading program operated as an integral part of the school's

curriculum. Special classes for students with learning disabilities are conducted by reading specialists who also provide direct assistance to teachers and students.

After-school tutorial programs are provided for some youth of the district. Many of the techniques utilized in working with in-school youth have been found to be appropriate and effective in working with under-educated adults, and training in such procedures has been provided for adult education staff.

During the current year, reading for pleasure has been encouraged through the distribution of a great number of paperback books. A large number of commercially prepared pamphlets and booklets on coping skills have been distributed through the local program. Children's books acquired through the Right to Read project and distributed to parents of pre-school age children have had much usage. Observations and feed-back from participants indicate that this has been a highly successful venture and that both parents and children have gained much from it.

Other Services to Students

Rowan County, Kentucky

The Right to Read paraprofessionals operate out of the Morehead Adult Learning Center. The Learning Center is funded by the Adult Education Unit of the State Department of Education and is supervised by Morehead State University's Department of Adult and Continuing Education. Adults from a five-county area are served by the Learning Center staff. The instruction at the Learning Center is individualized and designed to

meet the needs of each student, whether the need is preparation to take the GED Test or instruction in completion of income tax forms. Because the Learning Center is part of Morehead State University, it serves as a training center for graduate students in the Department of Adult and Continuing Education. It is also used for demonstration purposes for educators who are interested in developing similar adult learning centers.

Pike County, Ohio

All students served under the Right to Read Community Based program in Piketon, Ohio, are encouraged to participate in a variety of activities conducted by the Scioto Valley Local Schools Community Program. Activities offered include

(1) skill classes in typing, business machines, data processing, and accounting;

(2) sewing, cooking, and cake-decorating;

(3) vocationally-oriented courses in auto mechanics, drafting, blueprint reading, motor maintenance and repair, electronics, and machine trades;

(4) recreational activities, physical fitness classes, art classes, chair caning, guitar lessons, and others;

(5) special interest group organization in rock collecting, gemology preparation of income tax returns, first aid instruction, volunteer fireman's training, school bus driver's training, 4-H leadership training, and others.

It is anticipated that a number of additional activities will be organized during the coming year.

The local program also offers high school completion classes and a wide range of individualized educational programs as a part of its learning center operation.

Adult students have been referred to and assisted in enrolling in Scioto Technical Institute, Tri-County Technical Institute, Ohio University branches, and the Jackson County Manpower Center.

All have been encouraged to use the services of the Pike County Public Library and Bookmobile.

Many have been referred to community agencies and other programs for dental care, family planning, home nutrition, medical help, employment counseling, and other services.

Montgomery County, Kentucky.

Services available to adult students through the Montgomery County Community Schools included: (1) community referral; (2) classes of all kinds defined by the community needs assessment; (3) "Meals on Wheels" program for the aged; (4) recreational program for youth and adults.

STRENGTHS AND WEAKNESSES

Strengths

1. Dedication and competency of the local staffs in implementing the Right to Read program objectives;

2. Flexibility in program design to allow for modification based on student and community needs;

3. Indigenous paraprofessionals, former ABE students, who relate well to the adult students.

4. The home-instruction delivery for students who cannot or will not participate in more formally structured programs;

5. Coordination of the Right to Read program with other programs for full use of equipment, facilities, and materials;

6. Close cooperation of the local school districts, State Departments of Education, universities, and local agencies;

7. Professional technical assistance always available from the staff of the Appalachian Adult Education Center.

Weaknesses

1. Most staff members indicate a need for more training in teaching techniques and in materials selection for use with under-educated adults.

2. Recruitment by the younger paraprofessionals was slightly weak, probably because of the adult's pre-conceived image of a teacher as an older, more experienced person.

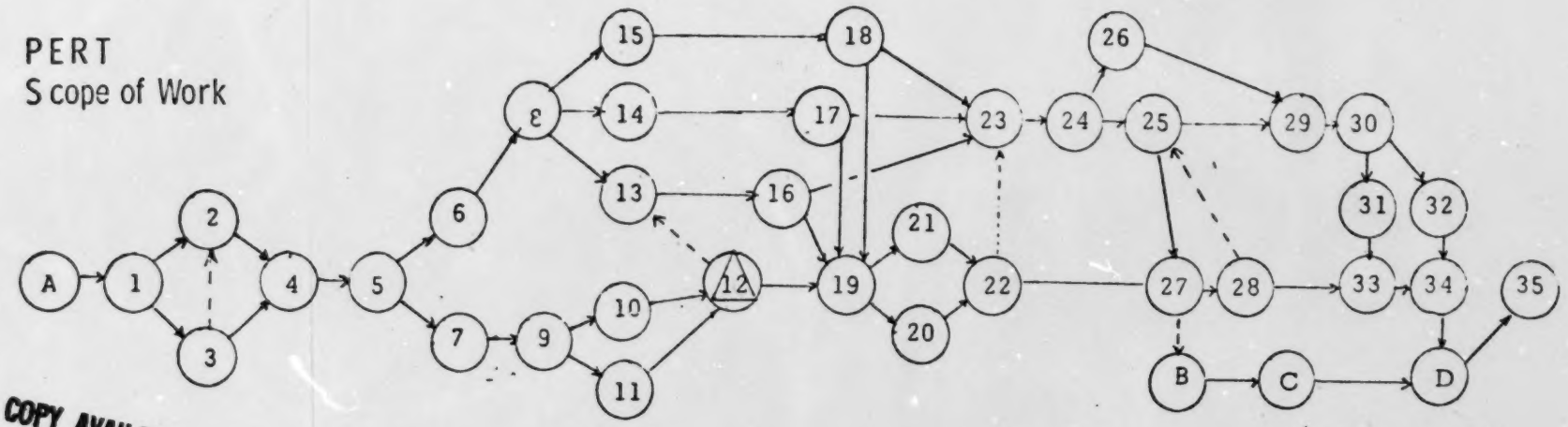
3. Coordination of local programs with other supportive and referral agencies should be made stronger, and the use of volunteer assistants should be initiated. More life coping skills materials for adult students are needed, as is provision for more group activities for Right to Read and community school participants.

PERT

The project was managed by the PERT Scope of Work. All activities have been completed to date.

APPALACHIAN RIGHT TO READ COMMUNITY BASED CENTERS

PERT
Scope of Work



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Done

- A Letter of Application (2/18/72)
- 1. Telegram (Award: May 11, 72)
- 2. General Implementation Plan (June 15)
- 3. Denver Conference (June 22-23)
- 4. Complete Draft-Implementation
- 5. Grant Award, Check 7/20, Contract 7/26
- 6. Informal community contacts (begin)
- 7. Informal personnel contacts (begin)
- 8. Complete community contacts
- 9. Complete personnel interviews
- 10. Employ Secretary Aug 8
- 11. Employ Reading Specialist 50% -9/15
- 12. AAEC Unit Task Force - 5/9
- 13. ROWAN County Implementation Plan-8/9 (objectives & documentation)
- 14. Scioto Valley Local Sch. Dist. Plan -9/5 (objectives & documentation)
- 15. MONTGOMERY County, KY. Plan -9/6-7 (objectives & documentation)

Done

- 16. Complete Rowan County Plan &Contract (KYSDE, L.Sch. Dist.)
- 17. Complete Scioto Valley Plan & Contract (OSDE, L.Sch. Dist.)
- 18. Complete Montgomery County Plan & Contract (KYSDE, L. Sch. Dist.)
- 19. Complete Appalachian R-T-R Community Based Centers Implementation Plan, 9/7
- 20. Approval, Morehead State University of Implementation Plan, Sub-contracts. 9/11
- 21. Approval, R-t-R Contracts, Wash. D.C.
- 22. Begin all Operational Programs
- 23. Complete identification of Paraprofessionals (Rowan County, Scioto County & Montgomery)
- 24. Conduct pre-service training all project staff (In Ohio, October 2 - 6, 1972.)
- 25. Begin home instruction & data collection, 10/9
- 26. Continue in-service training and program support
- 27. Complete & submit interim reports, 1/12/73

Part I 6-8-73

- 28. Evaluate progress & change
- 29. Terminate Operational Program, 6/29
- 30. Complete data collection & analysis
- 31. Complete Final Budget Reports, 7/30
- 32. Complete Final, L.C.D. Reports 7/31
- 33. Complete AAEC Final Budget Report 8
- 34. Complete AAEC Final R-t-R Report 8/

Part II 7-31

Done

- B. Begin R-t-R Proposal 1/15/73
- C. Submit "Continuation Proposal" 6-?
- D. Initiate Planning for Continuation

- 35. Begin Expanded & Continuation Program

RECOGNITION

The progress of the Appalachian Adult Education Center Right to Read Projects has been recognized:

* by the IRA (International Reading Association) which has selected the Pike county Project as one of three major centers in the Nation; (letter attached No. 1 and 1-a)

* by HEW which will feature the Pike County Project as one of the major tri-part sections of a 16 mm film currently being produced by Vision Associated; (letter attached No. 2 and 2-a)

* by Official Technical Assistants of Right to Read Projects in the Southeast, reference, letter dated April 5, 1973, Dr. Ernest Dishner (attachment No. 3 and 3-a)

* by many local programs in which the Appalachian Adult Education Center model of paraprofessional indigenous home instruction has been adapted or adopted, e.g., the Gila River Adult Basic Education Project Forward, Sacaton, Arizona, Joycelyn Leonard, Director.

* Sr. Orlando Nunez del Toro of Voice & Vision as representative of the Right to Read Offices in Washington visited our programs

* by Educational Service Unit 10 - Staff Development requested information about our Community Based Right-to-Read Programs related to their development of Ethnic Curriculum (letter attached No. 4)

* by the Colorado Department of Education, Compensatory Education Services - requested material on Family Intervention Models (our Right to Read Home Instruction). (letter attached No. 5)

* by the Indianapolis Public Schools, Homebound Programs for Adults requested a visit to our Right to Read Homebound Instruction Program (letter attached No. 6)

* by Adult Education Tutorial Program, Denver, Colorado - requested information about our Right to Read Home Instruction Program (letter attached No. 7)

* by Kentucky State Department of Education, Adult Education Division has expressed interest to assume the Paraprofessionals salaries in the Right to Read home Instruction Program in Montgomery County, Kentucky.

* by UNESCO - Morehead State University Appalachian Adult Education Center was awarded the Mohammad Reza Pahlavi Prize (Honorable Mention) in UNESCO International Literacy Competion. (attachments No. 8 and 8-a)

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CASE STUDIES

Not all of the benefits to an adult of learning to read or to read better are measurable by standard evaluation procedures. Home instruction, for example, may affect the lives of undereducated, disadvantaged adults in many ways, but in ways which do not lend themselves to assessment by tables, figures, and percentages. While statistics are useful, they do not always tell the complete story. Change may occur so slowly that it is not observable within one fiscal year, and beneficial changes may occur which were not expected. The following case studies from the three Appalachian Right to Read Community Based Centers provide a fuller and more human picture of the facts presented in this report.

CASE STUDIES

Lonnie and Dan E.

I first met Lonnie and Dan on December 11, 1972. Ancil Lewis, a social worker for the Saint Claire Medical Center, discovered them when Mrs. E. took Lonnie to the hospital for a cyst on the side of his face, and was not able to pay the bill. Ancil then got in touch with the Learning Center, and after getting special permission from the superintendent of schools, I went to their house for the first visit.

Their house had four rooms, no electricity, and the only means of heat or cooking came from a wood stove in the living room. They did not have very much furniture, but what they had was clean.

When I first met Lonnie, age 9, and Dan, age 14, they were very shy and backward. They would hardly speak a word, even when spoken to. Both boys would blush everytime I spoke to them. Ancil thought Dan had a speech problem, but after a few weeks I found that he was too nervous to speak to anyone, outside of the family, without stuttering. Now that we have gotten acquainted, he can speak as plain as anyone.

The boys had never been to school a day in their lives, because their father would not permit it. They were living in the back of Elliot when their father passed away. After his death, the family moved to Rowan County. They had no money because they were trying to pay for their father's funeral bill. Ancil got the E's. food stamps, medical cards and welfare services.

Case Studies con't.

Lonnie's grade level in reading is now 3.9 and Dan's is 4.1. Since I first started with the E's, they have moved twice, and each time into a better house. The one they live in now has six rooms and a bath, which they think is great.

Mary is sixteen years old, and she is the most extroverted member of the family. At the time her father passed away, Mary had only attended school for three years. Although she had read on her own for several years, the books were on a low level, and her knowledge of new words were limited. However, through a little experimenting with Mary's reading ability, I found that given the proper materials and instruction, Mary's reading level went to a high school and freshman college level.

Mary is bright with a good learning potential and it wasn't long before I had her working in Algebra.

Mary is a bright, eager, restless young person, dissatisfied with her family's economic statis. This summer Mary got her first job in a library and is helping with the family finances. Next fall she will enroll in high school and, if possible, go to college where she plans to study to become a writer.

Fern M.

Fern M. was first brought to my attention by the E's. At first her parents were not going to let her start, but after Mrs. E. told them what a good job she had thought I did with Lonnie and Dan, the M's thought they would let Fern start and see if I could help her in anyway.

When I first started working with Fern, she was unable to tell time, she could read, but not very well, she did poorly in addition and subtraction and could not multiply or divide at all.

Case Studies con't.

Fern is nineteen years old, and finished the eighth grade in school. She lives in a five room house on Morgan Fork Road.

When I started working with Fern, her parents would not permit her to purchase items in a store. Questions, that she was asked by others, would be answered by her sister or parents before Fern got a chance to answer. They would not allow her to speak for herself.

Fern had a speech problem, which I believe was caused by her parents and sister.

Fern works every Friday and Saturday cleaning trailers for people across the road. She was very pleased when she learned to tell time and with a few pay checks, she picked out and bought a watch. Since, she has learned to read better and has bought several books.

Her speech problem has gotten better and she doesn't let her parents or sister answer for her now.

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Tukyon L.

Tukyon L. is a Korean, thirty-three years old. She married her husband, a G.I., and followed him to America after he had returned. The plane trip alone was a disaster because Tuk could not read. She did not know where to find the women's rest room nor did she know what kind of food she was ordering. She could not read the 'No Smoking' sign and she could barely speak any English. Two years later, while her husband was going to school, Tuk got a job at the hospital cleaning. She could speak English better now but she could

Case Studies con't.

not read and was terribly shy, any strange person made her nervous.

My mother told Tuk about me, and Tuk decided to enroll. Her husband thought it was about time Tuk got her citizenship, and for that she had to be able to read a little English. Tuk also had frightened her husband a few weeks earlier by taking medicine from the wrong bottle and becoming sick simply because she could not read. Also, Tuk could not buy any food unless she recognized the picture on the box or can. It was very hard for her.

When I first started working with Tuk, things went slowly. Her interest span was short, and Tuk became frustrated when she could not catch on quickly enough. But slowly Tuk learned and she tried out the things she learned in the grocery store and at work.

With learning to read, Tuk gained a new confidence around people, and her speech became more 'American.' And last of all, she reached the goal she had set for her-self: she became a citizen of the United States.

CASE STUDIES

Tammy A.

Tammy, a 15-year old girl, was referred to us by the Child Welfare Department. She had had eighteen hours of instruction at the Morehead Girls Center, where she was given a grade placement test indicating a level of 7.4 (February 7, 1973). I started with her in April, following the child welfare counselor's advice to give her home instruction. She is a very nervous girl, but seems to enjoy our visits. She has not finished her prescription, but is doing well.

Ann P.

Ann had a very unhappy home life when she was young. Her mother was an alcoholic, and she herself was sent to reform school. She only completed the 6th grade , and her pretest (2/8/73) indicated a grade placement of 4.1.

She is now 22 years old, married (her husband works evening shifts), and has a 5 year old child in kindergarten. She lost her 6 week old baby by crib death, and this caused her to have a nervous breakdown.

Mrs. P. is now taking home instruction, which she seems to enjoy very much. Although she is not a hard worker, she is doing well. Her appearance has improved greatly since she has been in the program, and she talks less and less about the baby she lost. Home instruction gives her something to do and someone to talk to.

Dora M.

Dora M. is a 24 year old divorcee with two children, ages 2 and 4. She is a very quiet person who lives in fear of her husband, who was recently released from prison.

She completed the sixth grade, and wished to continue her education. She had enrolled in ABE classes at the high school, but had to quit since she had no transportation. So she was happy about being able to get home instruction. She works very hard.

She has tried on several occasions to get a job, and believes she is unsuccessful because of her education. Her ambition is to finish high school, and get a job to support herself and her children. She is presently living with her mother.

As my first student, she was able to refer me to other possible students.

2/1/73- pre test level E--grade placement 4.8

3/8/73--pretest level M--grade placement 6.1

She has not completed her prescription.

Geraldine M.

Geraldine, age 25, has three children: 4,5, and 7 years old. She has completed the ninth grade. She would like very much to get office work and did take typing and bookkeeping courses to help her. She has been unable to find a job and feels it is because she does not have a high school diploma. She had to quit night classes because of problems at home, so she was very interested in home instruction and worked very hard. She wants to get a job to help buy a new home for her family. She is going to take the GE

2/23/73-pretest M: 8.6 5/24/73 Post-test D: 11.7

Georgia W.

Georgia is married and has four children: 6 years old, 5 years old, 3 years old, and 18 months old. She is 28. She is very quiet and humble. Her husband works on evening shifts so she has extra time to study.

Georgia is my prize student. Her enthusiasm keeps growing. Since our first visit on February 15, 1973, she has learned her ABC's, sounds, and can read on a third grade level. I hope to be able to test her soon. She is also doing very well in math, studying multiplication tables as well as reading. She has a speech problem she is trying to overcome.

Her mother died when she was small, they were very poor, so she and her brothers and sisters were unable to attend school most of the time. (I also have her brother in home instruction). She is so eager to learn so she can help her children and someday get a job.

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Elsie D.

Elsie, age 32, has five children. The two oldest live in Florida with their grandparents, and the ones at home are 10, 9, and 7 years old. She had finished 10th grade. Elsie is divorced and has had a very hard life. Her husband kept her home for four years without even as much as letting her go to the grocery store. This has caused her to be extremely shy and withdrawn. I have seen such an improvement in Elsie. She is now going to church with her children and would like to help in PTA. She said that her life had more meaning now.

She has also made a lot of improvement in home instruction, which she likes very much. Elsie would like to finish high school so she could take nurse's training and better support her children.

She is trying to get her driver's license this summer so she can come to Adult Learning Center this fall for night classes.

2/1/73: pretest level D--grade placement: 8.9

She has not finished prescription.

Wanda and Virgine Y.

Wanda and Virgie are my only husband and wife team. They have five children, ages 12,11, 9, 8, and 2. Their home life is poor, but I could see a difference after I started going into their home. She had the house cleaner and they had bought a new rug for their living room. They are also trying to buy a house of their own.

Wanda had gone to the 8th grade when she quit school, but only scored 3.9 in Reading and 4.4 in math. Virgie had gone to the 3rd grade, scoring 2.9 in Reading and 4.9 in Math. They were both placed in 4.4 level materials because they wanted to work together. They were pretested 3/8/73 level E grade placement 4.4. They have not completed the prescription.

James M.

Mr. M, 33 years old, has two children, ages 6 and $2\frac{1}{2}$. He is a nonreader and has always been ashamed for anyone to know he could not read or write. He is very interested in the Right to Read program and is doing very well. James has learned his ABC's, sounds, and is reading on a second grade level. I am very proud of his progress and determination.

Anna R.

This 67 year old lady is a nonreader who says she has tried all her life to get someone to teach her to read and write so she could read the Bible. She is so thrilled about this program and is making remarkable progress. She has learned the ABC's , sounds, and is reading on a high second grade level and writing very well.

Mary M.

Mary is 34 years old, married, and has four children. She quit school in the sixth grade, but after marriage and a family, she realized how important an education is. When I first visited Mary, she was so enthusiastic about the program that she could hardly wait to begin. By the second visit, however, she had grown afraid that she would be unable to do the work. She called herself a quitter. Her lack of self-confidence was overwhelming.

That attitude is behind Mary now. She is determined to get an 8th grade diploma and a GED. She realizes now that she does have the ability to do this, and that she will use this ability for the betterment of her family.

Cal. TABE Test Level M: Reading, 7.7; Arithmetic, 7.2; Language, 7.5.

Lucille K.

Lucille, 34 years old, has three children. She is a highly nervous person, and takes tranquilizers except on the days that I visit with her. She says she doesn't feel the need for medication when she is busy studying.

She calls me in between visits seeking reassurance. She is very proud when she sees that she is making progress.

Cal. TABE Level I

Pre-test	Post-test
Reading 4.4	Reading 4.9
Math 4.7	Math 4.9

Lucille and her family enjoy the magazines and other reading materials that I take into their home.

Oleda S.

Mrs. S is twenty-four years old, has three small children, and is expecting another. She realizes how important it is for her to have a GED and is very eager to work toward this goal.

Cal. TABE Form 1 Level M

Reading 7.2; Arithmetic 7.2; Language 7.0.

Completed Introduction to Arithmetic (Cambridge)

Book 6 ; Capitalizing First Words of Sentences and Quotations; Introduction to English; Basic Skills in Grammar; Increase your Vocabulary Book 1.

Forest S.

Mr. S. is 25, with a family of three small children and expecting a fourth. He works the night shift in a local factory but he told me he could have a much better job if he had his GED. Therefore he is very sincere and spends every available moment studying materials I bring to him.

Reading: 6.8; Math: 7.6; Language: 6.5 (Level M)

Completed: Getting the Main Idea; Multiplying and Dividing, Introduction to Arithmetic; Decimals Book 7-8; Introduction to English; Individualized English Set;

Alice J.

...30 years old, is the mother of nine children, ranging in age from one to thirteen years. Alice has lived in deprivation all of her life. However, her desire is for her children to have a better life.

In spite of crowded living conditions in an old house, it is kept very clean.

Alice looks forward to the different materials I bring to her. She is thrilled with the magazines and materials that I leave for her two preschool children.

I began home instruction with Alice January 16, 1973. After completing the California TABE, she scored: Reading 4.2, Arithmetic 3.9.

She has completed books 1-3 Sull., McGraw-Hill, Math Drill Sheets (practice sheets) in addition, subtraction, and multiplication, three Readers' Digest (level 3), several Readers' Digest Tracts, and other reading materials.

She is very happy and looks forward to greater progress.

Ida T.

Ida is a forty-four year old whose husband is disabled. She has a sixteen year old son who didn't attend school this previous year, and a mentally retarded thirteen year old son. I was instrumental in getting him in a school for the mentally retarded.

Ida was given the California TABE February 2, 1973. Her scores were Reading, 3.9; Arithmetic, 4.3. She has completed books 1-2 Sull., McGraw-Hill, Parts of Book - Reference Skills, various tracts, Readers' Digest and other materials.

I have noted a remarkable sense of pride in two days. She proudly shows me a piece of material for a new dress or a gallon of paint that she is planning to use in a room. Also, she now realizes the need for her sixteen year old son to return to school this fall.

Francis P.

Francis is a forty year old mother of three children. She quit school after completing the eighth grade, due to lack of opportunity. However, she had ordered books and studied hoping some day to get a G.E.D.

She scored very high on the California TABE-M. She was very proud of this and was happy to take the difficult test. However, we have been unable to finish the test. A long illness that resulted in death of her elderly mother had prevented Francis from completing the test. She will resume work.

Barbara R.

Barbara is twenty-six years old and has four children. She married very young and after her first child was born she returned to school for a short time.

Barbara realizes that in order to get employment she needs to continue her education. She is very hopeful of getting her G.E.D.

Her scores on the California TABE - Level M - were: Reading, 7.3; Arithmetic, 7.5; Language, 7.5.

Barbara appears eager to study and is enjoying her work very much.

Ethel M.

Ethel is twenty-nine years old, has five children in school and an eighteen-month old baby.

Ethel was very quiet and withdrawn when I first started going into her home. However, she wanted help very much and was willing to spend much time working and studying.

Her scores on the California TABE - Level E - were Reading, 3.9; Arithmetic, 4.3.

At the present time, Ethel is very happy talking to me about her family and how she and her children study together. Although achievement is slow for Ethel, she is proud that she is doing something to help herself as well as her family.

Charlene T.

Charlene is twenty-seven years old and the mother of four children, the youngest of which is one week old.

She revealed to me a secret desire that someday she would get a G.E.D. She is so happy having this opportunity and spends several hours each week studying.

California TABE Test Level M: Reading, Level D, 9.1; Math, Level M, 7.2; Language, Level M, 7.4.

She has completed Basic Skills in Grammar, Book 1, Increase Your Vocabulary, Book 1, Books 6-7, Sull. McGraw-Hill, Four Readers' Digest and other reading material, plus various other materials for practice.

Brenda H.

Brenda is a twenty year old divorcee and mother of a small child.

I met Brenda recently, while working with her mother (Ida T.) She was interested in Home Instruction, so on our second visit I began California TABE Test. I am continuing at the present time.